

Uncovering the Past**Chapter 1 Section 1****MAIN IDEAS**

1. History is the study of the past.
2. We can improve our understanding of people's actions and beliefs through the study of history.
3. Historians use clues from various sources to learn about the past.

Key Terms and People

history the study of the past

culture the knowledge, beliefs, customs, and values of a group of people

archaeology the study of the past based on what people left behind

fossil a part or imprint of something that was once alive

artifacts objects created by and used by humans

primary source an account of an event created by someone who took part in or witnessed the event

secondary source information gathered by someone who did not take part in or witness an event

Academic Vocabulary

values ideas that people hold dear and try to live by

Section Summary**THE STUDY OF THE PAST**

History is the study of the past. Historians are people who study history. Historians want to know how people lived and why they did the things they did. They try to learn about the problems people faced and how they found solutions. They are interested in how people lived their daily lives. They study the past to understand people's culture. **Culture** is the knowledge, beliefs, customs, and values of a group of people.

The study of the past based on what people left behind is called **archaeology** (ahr-kee-AH-luh-jee). Archaeologists explore places where people once lived, worked, or fought. They examine the things that people left in these places to learn what they can tell about the past.

UNDERSTANDING THROUGH HISTORY

Understanding the past helps you understand the world today. History can even teach you about yourself. What if you did not know about your own past? You would not know what makes you proud about yourself. You would not know what mistakes you should not repeat.

History is just as important for groups. What would happen if countries had no record of their past? People would not remember their nation's great triumphs or tragedies. History shapes our identity and teaches us the **values** that we share.

History also teaches about cultures that are unlike your own. Learning other people's stories can help you respect and understand different opinions. You also learn to understand how today's events are shaped by events of the past. History encourages you to ask important questions.

USING CLUES

We learn about history from a variety of sources. **Fossils**, such as bones or footprints preserved in rock, give us clues to life very long ago. **Artifacts**, such as tools, coins, or pottery, also give us information. Writing has taught us a great deal. Writing can be a **primary source** (by someone who took part in or witnessed an event) or a **secondary source** (information gathered by someone who did not take part in or witness an event).

Uncovering the Past

Chapter 1 Section 2



MAIN IDEAS

1. Geography is the study of places and people.
2. Studying location is important to both physical and human geography.
3. Geography and history are closely connected.

Key Terms and People

geography the study of the earth's physical and cultural features

environment all the living and nonliving things that affect life in an area

landforms the natural features of the land's surface

climate the pattern of weather conditions in a certain area over a long period of time

region an area with one or more features that make it different from surrounding areas

resources materials found in the earth that people need and value

Academic Vocabulary

features characteristics

Section Summary

STUDYING PLACES AND PEOPLE

To understand what happened in the past, you need to know where events took place and who was involved. That is why historians study the earth's physical and cultural **features**, such as mountains, rivers, people, cities, and countries. This study is called **geography**.

Geography has two main areas of study. Physical geography is the study of the earth's land and features. Human geography is the study of people and the places where they live. Physical geographers study the **environment**, which includes all the living and nonliving things that affect life in an area. The most important features for physical geographers are **landforms**, the natural features of the land's surface. Physical geographers also study **climate**, the weather conditions in a certain area over a long period of time. Specialists in human geography study many interesting questions about how people and the environment affect each other.

STUDYING LOCATION

No two places are exactly alike. That is why geographers try to understand how different locations can affect human populations, or groups of people. Geographers use maps to study and compare locations. A map is a drawing of an area. Some maps show physical features, such as mountains, forests, and rivers. Other maps show cities and the boundaries of states or countries. Studying location is often helped by learning about **regions**, or areas with one or more features that make them different from surrounding areas.

GEOGRAPHY AND HISTORY

Geography gives us important clues about the people and places that came before us. Like detectives, we can piece together a great deal of information about past cultures by knowing where people lived and what the area was like.

Early people settled in places that were rich in resources. **Resources** are materials that are found in the earth that people need and value. Resources include water, animals, land for farming, stone for tools, and metals. Features and resources influence the development of cultures and the growth of civilizations. The relationship between geography and people is not one sided. People influence their environments in both positive and negative ways.



MAIN IDEAS

1. People moved out of Africa as the earth's climates changed.
2. People adapted to new environments by making clothing and new types of tools.

Key Terms and People

prehistory the time before there was writing

hominid an early ancestor of humans

ancestor a relative who lived in the past

tool any handheld object that has been modified to help a person accomplish a task

Paleolithic Era the first part of the Stone Age

hunter-gatherers people who hunt animals and gather wild plants, seeds, fruits, and nuts to survive

society a community of people who share a common culture

Academic Vocabulary

distribute to divide among a group of people

Section Summary

SCIENTISTS STUDY REMAINS

Although humans have lived on the earth for more than a million years, writing was not invented until about 5,000 years ago.

Historians call the time before there was writing **prehistory**. To study prehistory, historians rely on the work of archaeologists and anthropologists.

Archaeologists have found old bones that appear to belong to **hominids**, early **ancestors** of humans. Discoveries of ancient bones give us information about early humans and their ancestors, but not all scientists agree on the meaning of these discoveries.

HOMINIDS AND EARLY HUMANS

As time passed hominids became more like modern humans. Many scientists think that the first modern humans appeared in Africa about 200,000 years ago. Scientists call these early humans *homo sapiens*, or “wise man.” Every person alive today belongs to this group.

STONE AGE TOOLS

During the **Paleolithic** (pay-lee-uh-LI-thik) **Era**, which lasted until about 10,000 years ago, people used sharpened stones as **tools**.

Stone tools were probably used to cut, chop, and scrape roots, bones, or meat. Later, people learned how to attach wooden handles to sharp stones to make hand axes and spears.

HUNTER-GATHERER SOCIETIES

Anthropologists believe that early humans lived in small groups of **hunter-gatherers**. In these **societies**, men hunted and women collected plants to eat and took care of children. These societies developed cultures with language, religion, and art. Language developed as a means of communicating and of resolving issues like how to **distribute** food.

The Stone Ages and Early Cultures

Chapter 2 Section 2



MAIN IDEAS

1. People moved out of Africa as the earth's climates changed.
2. People adapted to new environments by making clothing and new types of tools.

Section

Key Terms and People

ice ages long periods of freezing weather

migrate move to a new place

land bridge a strip of land connecting two continents

Mesolithic Era the middle part of the Stone Age, from about 10,000 years ago to about 5,000 years ago

Summary

PEOPLE MOVE OUT OF AFRICA

About 1.6 million years ago, many places around the world began to experience **ice ages**, or long periods of freezing weather. In response to these changes, many hominids and early humans **migrated** from Africa to Asia and eventually spread to India, China, Southeast Asia, and Europe. The ice ages ended about 10,000 years ago.

During the ice ages, huge sheets of ice covered much of the earth's land. These ice sheets were formed from ocean water, leaving ocean levels lower than they are now. Many areas that are now under water were dry land then. Scientists think that in some places the ocean level dropped and exposed **land bridges** between continents. These land bridges allowed Stone Age people to migrate around the world. Early humans probably came to North America across a land bridge from northern Asia, and spread throughout North America and to South America. By 9000 BC, humans lived on all continents except Antarctica.

PEOPLE ADAPT TO NEW ENVIRONMENTS

Early people had to learn to adapt to new environments. The places to which they migrated were often much colder than the places they left, and often had strange plants and animals.

To keep warm, they learned to sew animal skins together to make clothing. At first they took shelter in caves. When they moved to areas with no caves, they built their own shelters. At first these shelters were pits in the ground with roofs of branches and leaves. Later, people learned to build more permanent structures with wood, stone, clay, or other materials, even bones from large animals such as mammoths. They covered frames with animal hides to form solid roofs and walls.

People also began to make new types of tools. These tools were smaller and more complex than tools from the Paleolithic Era. They defined the **Mesolithic** (me-zuh-LI -thik) **Era**, which began more than 10,000 years ago and lasted to about 5,000 years ago in some places. These new tools included hooks and spears for fishing, and bows and arrows for hunting.

People in the Mesolithic Era also developed new technologies to improve their lives. For example, they learned how to make pots from clay, how to hollow out logs to make canoes, and how to use dogs for protection and to help them hunt.



MAIN IDEAS

1. The first farmers learned to grow plants and raise animals in the New Stone Age.
2. Farming changed societies and the way people lived.

Key Terms and People

Neolithic Era the last Stone Age, lasting from about 10,000 years ago to about 5,000 years ago in Egypt and Southwest Asia and later elsewhere

domestication the process of changing plants or animals to make them more useful to humans

agriculture the development of farming from the domestication of plants

megaliths huge stones used as monuments or sites for religious gatherings

Academic Vocabulary

development creation and growth

Summary

THE FIRST FARMERS

A warming trend brought an end to the ice ages, and new plants began to grow in some areas. As early as 10,000 years ago, in Egypt and Southwest Asia, people came to depend on wild barley and wheat for food. People soon learned that they could plant seeds to grow their own crops. This shift from food gathering to food producing defined the **Neolithic** (nee-uh-LI-thik) **Era**.

This **domestication** of plants led to the **development** of **agriculture**, or farming. The first farmers also learned to domesticate animals. Instead of following wild herds, they could now keep sheep and goats for milk, food, and wool. People could also use large animals like cattle to carry loads or to pull large tools used in farming. Domestication greatly improved people's chances of surviving. With survival more certain, people could focus on activities other than finding food.

During this time, people also learned to polish stones to make specialized tools like saws and drills. People also learned how to make fire. Before learning that skill, people could use only fire that had been started by natural causes, such as lightning.

FARMING CHANGES SOCIETIES

People began to make clothing from plant fibers and wool as well as from animal skins. As these early farmers learned to control their own food production and to make better shelters and clothing, populations grew. In some areas farming communities developed into towns.

Some groups gathered to perform religious ceremonies around huge stone monuments called **megaliths**. These people probably believed in gods and goddesses associated with the four elements—air, water, fire, and earth—or with animals. Some scholars believe that prehistoric people also prayed to their ancestors. Some societies today still hold these beliefs.



MAIN IDEAS

1. The rivers of Southwest Asia supported the growth of civilization.
2. New farming techniques led to the growth of cities.

Key Terms and People

Fertile Crescent a large arc of rich farmland extending from the Persian Gulf to the Mediterranean Sea

silt a mix of rich soil and small rocks

irrigation a way of supplying water to an area of land

canals human-made waterways

surplus more of something than is needed

division of labor an arrangement in which people specialize in specific tasks

Summary

RIVERS SUPPORT THE GROWTH OF CIVILIZATION

Early people settled where crops would grow. Crops usually grew well near rivers, where water was available and regular floods made the soil rich.

Mesopotamia, part of the region known as the **Fertile Crescent** in Southwest Asia, lay between the Tigris and Euphrates rivers. Every year, floods on the rivers brought **silt**. The fertile silt made the land ideal for farming.

Hunter-gatherer groups first settled in Mesopotamia more than 12,000 years ago. Over time these people learned how to work together to control floods. They planted crops and grew their own food.

Farm settlements formed in Mesopotamia as early as 7000 BC. Farmers grew wheat, barley, and other grains. Livestock, birds, and fish were also sources of food. Plentiful food led to population growth and villages formed. Eventually, these early villages developed into the world's first civilization.

FARMING AND CITIES

Early farmers faced the challenge of learning how to control the flow of river water to their fields in both rainy and dry seasons. Flooding destroyed crops, killed livestock, and washed away homes. When water levels were too low, crops dried up.

To solve their problems, Mesopotamians used **irrigation**. They dug out large storage basins to hold water supplies. Then they dug **canals** that connected these basins to a network of ditches. These ditches brought water to the fields and watered grazing areas for cattle and sheep.

Because irrigation made farmers more productive, they produced a **surplus**. Some people became free to do other jobs. For the first time, people became crafts persons, religious leaders, and government workers. A **division of labor** developed.

Mesopotamian settlements grew in size and complexity. Most people continued to work in farming jobs. However, cities became important places. People traded goods in cities. Cities became the political, religious, cultural, and economic centers of Mesopotamian civilization.

**MAIN IDEAS**

1. The Sumerians created the world's first advanced society.
2. Religion played a major role in Sumerian society.

Key Terms and People

rural having to do with the countryside

urban having to do with the city

city-state a political unit consisting of a city and the surrounding countryside

Sargon the Akkadian king who defeated Sumer and built the world's first empire

empire land with different territories and peoples under a single rule

polytheism the worship of many gods

priests people who performed religious ceremonies

social hierarchy a division of society by rank or class

Academic Vocabulary

role a part or function

Summary**AN ADVANCED SOCIETY**

In southern Mesopotamia about 3000 BC, people known as the Sumerians (SOO-MER-ee-unz) created an advanced society. Most people in Sumer (SOO-muhr) lived in **rural** areas, but they were governed from **urban** areas that controlled the surrounding countryside. The size of the countryside controlled by each of these **city-states** depended on its military strength. Stronger city-states controlled larger areas. Individual city-states gained and lost power over time.

Around 2300 BC **Sargon** was the leader of the Akkadians (uh-KAY-dee-uhns), a people who lived to the north of Sumer. Sargon built a large army and defeated all the city-states of Sumer as well as all of northern Mesopotamia. With these conquests, Sargon established the world's first **empire**. It stretched from the Persian Gulf to the Mediterranean Sea. The Akkadian empire lasted about 150 years.

RELIGION SHAPES SOCIETY

Religion played an important **role** in nearly every aspect of Sumerian public and private life. Sumerians practiced **polytheism**, the worship of many gods. They believed that their gods had enormous powers. The gods could bring a good harvest or a disastrous flood. They could bring illness or good health and wealth. The Sumerians believed that success in every area of life depended on pleasing the gods. Each city-state considered one god to be its special protector. People relied on **priests** to help them gain the gods' favor. Priests interpreted the wishes of the gods and made offerings to them.

A **social hierarchy** developed in Sumerian city-states. Kings were at the top. Below them were priests and nobles. The middle ranks included skilled craftspeople and merchants. Farmers and laborers made up the large working class. Slaves were at the bottom of the social order. Although the role of most women was limited to the home and raising children, some upper-class women were educated and even became priestesses.

Mesopotamia and the Fertile Crescent

Chapter 3 Section 3



MAIN IDEAS

1. The Sumerians invented the world's first writing system.
2. Advances and inventions changed Sumerian lives.
3. Many types of art developed in Sumer.

Section

Key Terms and People

cuneiform the Sumerian system of writing, which used symbols to represent basic parts of words

pictographs picture symbols that represented objects such as trees or animals

scribe writer

epics long poems that tell the story of a hero

architecture the science of building

ziggurat a pyramid-shaped temple tower

Summary

THE INVENTION OF WRITING

The Sumerians made one of the greatest cultural advances in history. They developed **cuneiform** (kyoo-NEE-uh-fohrm), the world's first system of writing. But Sumerians did not have pencils, pens, or paper. Instead, they used sharp reeds to make wedge-shaped symbols on clay tablets.

Sumerians first used cuneiform to keep records for business, government, and temples. As the use of cuneiform grew, simple **pictographs** evolved into more complex symbols that represented basic parts of words. Writing was taught in schools. Becoming a writer, or **scribe**, was a way to move up in social class. Scribes began to combine symbols to express complex ideas. In time, scribes wrote works on law, grammar, and mathematics. Sumerians also wrote stories, proverbs, songs, poems to celebrate military victories, and long poems called **epics**.

ADVANCES AND INVENTIONS

The Sumerians were the first to build wheeled vehicles like carts and wagons. They invented the potter's wheel, a device that spins wet clay as a craftsperson shapes it into bowls. They invented the ox-drawn plow and greatly improved farm production. They built sewers under city streets. They learned to use bronze to make strong tools and weapons. They named thousands of animals, plants, and minerals, and used them to produce healing drugs. The clock and the calendar we use today are based on Sumerian methods of measuring time.

THE ARTS OF SUMER

Sumerian remains reveal great skill in **architecture**. A pyramid-shaped **ziggurat** dominated each city. Most people lived in one-story houses with rooms arranged around a small courtyard.

Sumerian art is renowned for sculpture and jewelry. Sculptors created statues of gods for the temples, and made small objects of ivory or rare woods. Jewelers worked with imported gold, silver, and fine stones. Earrings and other items found in the region show that Sumerian jewelers knew advanced methods for putting gold pieces together.

The Sumerians also developed a special art form called the cylinder seal. The cylinder seal was a small stone cylinder that was engraved with designs and could be rolled over wet clay to decorate containers or to “sign” documents.

Music played an important role in Sumerian society. Musicians played stringed instruments, reed pipes, drums, and tambourines both for entertainment and for special occasions.

Mesopotamia and the Fertile Crescent

Chapter 3 Section 4



MAIN IDEAS

1. The Babylonians conquered Mesopotamia and created a code of law.
2. Invasions of Mesopotamia changed the region's culture.
3. The Phoenicians built a trading society in the eastern Mediterranean region.

Key Terms and People

monarch a ruler of a kingdom or empire

Hammurabi's Code the earliest known written collection of laws, comprising 282 laws that dealt with almost every part of life

chariot a wheeled, horse-drawn battle car

Nebuchadnezzar the Chaldean king who rebuilt Babylon

alphabet a set of letters that can be combined to form written words

Summary

THE BABYLONIANS CONQUER MESOPOTAMIA

By 1800 BC, a powerful city-state had arisen in Babylon, an old Sumerian city on the Euphrates. Babylon's greatest **monarch** (MAH-nark), Hammurabi, conquered all of Mesopotamia.

During his 42-year reign, Hammurabi oversaw many building and irrigation projects, improved the tax collection system, and brought prosperity through increased trade. He is most famous, however, for **Hammurabi's Code**, the earliest known written collection of laws. It contained laws on everything from trade, loans, and theft to injury, marriage, and murder. Some of its ideas are still found in laws today. The code was important not only for how thorough it was, but also because it was written down for all to see.

INVASIONS OF MESOPOTAMIA

Several other civilizations developed in and around the Fertile Crescent. As their armies battled each other for Mesopotamia's fertile land, control of the region passed from one empire to another. The Hittites of Asia Minor captured Babylon in 1595 BC with strong iron weapons and the skillful use of the **chariot** on the battlefield. Soon the Hittite king was killed, and the Kassites captured Babylon and ruled for almost 400 years.

The Assyrians were the next group to conquer all of Mesopotamia. They ruled from Nineveh, a city in the north. The Assyrians collected taxes, enforced laws, and raised troops through local leaders. The Assyrians also built roads to link distant parts of the empire. In 612 BC the Chaldeans, a group from the Syrian Desert, conquered the Assyrians.

Nebuchadnezzar (neb-uh-kuhd-NEZ-uhr), the most famous Chaldean king, rebuilt Babylon into a beautiful city. According to legend, his grand palace featured the famous Hanging Gardens. The Chaldeans revived Sumerian culture and made notable advances in astronomy and mathematics.

THE PHOENICIANS

Phoenicia, at the western end of the Fertile Crescent along the Mediterranean Sea, created a wealthy trading society. Fleets of fast Phoenician trading ships sailed throughout the Mediterranean and even into the Atlantic Ocean, building trade networks and founding new cities. The Phoenicians' most lasting achievement, however, was the **alphabet**, a major development that has had a huge impact on the ancient world and on our own.

Ancient Egypt and Kush

Chapter 4 Section 1



MAIN IDEAS

1. Egypt was called the gift of the Nile because the Nile River gave life to the desert.
2. Civilization developed along the Nile after people began farming in this region.
3. Strong kings unified all of Egypt.

Key Terms and People

cataract steep river rapids, almost impossible to sail by boat

delta a triangle-shaped area of land made of soil deposited by a river

Menes an Egyptian leader who united both upper and lower Egypt into one kingdom

pharaoh ruler of unified Egypt, literally means “great house”

dynasty a series of rulers from the same family

Summary

THE GIFT OF THE NILE

Life in Egypt revolved around the Nile, the world's longest river. The Nile carries water from central Africa through a vast stretch of desert land. It also carries fine black silt. When the river floods, it deposits this fertile soil along its banks. Since the land surrounding the Nile Valley was arid desert, the area along the river was the lifeline for people living in the region. The river was so important to people that Egypt was called the “gift of the Nile.”

Ancient Egypt developed along a 750-mile stretch of the Nile, and was originally organized into two kingdoms—Upper Egypt and Lower Egypt. Upper Egypt was located upriver in relation to the Nile's flow. Lower Egypt was the northern region and was located downriver.

Cataracts, or steep rapids, marked the southern border of Upper Egypt. Lower Egypt was centered in the river **delta**, a triangle-shaped area of land made of soil deposited by the river. In midsummer the Nile would flood Upper Egypt. In the fall the river would flood Lower Egypt.

CIVILIZATION DEVELOPS ALONG THE NILE

With dry desert all around, ancient settlers were attracted to this abundant and protected area of fertile farmland. Hunter-gatherers first moved to the area around 12,000 years ago and found plenty of meat and fish to hunt and eat. By 4500 BC farmers were living in villages and growing wheat and barley. They were also raising cattle and sheep.

Around 3200 BC the Egyptian villages formed into two kingdoms. The capital of Lower Egypt was located in the northwest Nile Delta at a town called Pe. The capital city of Upper Egypt was called Nekhen. It was located on the west bank of the Nile.

KINGS UNIFY EGYPT

Around 3100 BC **Menes** (MEE-nee-z), the king of Upper Egypt, invaded Lower Egypt. He married a princess there in order to unite the two kingdoms under his rule. Menes was the first **pharaoh**, which literally means ruler of a “great house.” He also started the first Egyptian **dynasty**, or series of rulers from the same family. He built a new capital city, Memphis, which became a popular cultural center. His dynasty ruled for nearly 200 years.

Ancient Egypt and Kush

Chapter 4 Section 2



MAIN IDEAS

1. In early Egyptian society, pharaohs ruled as gods and were at the top of the social structure.
2. Religion shaped Egyptian life.
3. The pyramids of Egypt were built as tombs for the pharaohs.

Key Terms and People

Old Kingdom the third Egyptian dynasty, which lasted nearly 500 years

Khufu the most famous pharaoh of the Old Kingdom

nobles people from rich and powerful families

afterlife life after death, a widely held ancient Egyptian belief

mummies the Egyptian method of preserving dead bodies by wrapping them in cloth

elite people of wealth and power

pyramids huge stone tombs with four triangle-shaped walls that meet at a top point

engineering the application of scientific knowledge for practical purposes

Academic Vocabulary

method a way of doing something

Summary

EARLY EGYPTIAN SOCIETY

Around 2700 BC the third dynasty, or **Old Kingdom**, came to power in Egypt. During the next 500 years, the Egyptians developed a political system based on the belief that the pharaoh was both a king and a god. The most famous pharaoh of the Old Kingdom was **Khufu**, in whose honor the largest of the pyramids was built.

Although the pharaoh owned everything, he was also held responsible if anything went wrong. He was expected to make trade profitable and to prevent war. To manage these duties, he appointed government officials, mostly from his family. Social classes developed, with the pharaoh at the top and **nobles** from rich and powerful families making up the upper class. The middle class included some government officials, the scribes, and rich craftspeople. Most people, including farmers, belonged to the lower class. The pharaoh often used people from the lower class as a source of labor.

During the time of the Old Kingdom, trade between Egypt and other areas developed. Traders sailed the Mediterranean Sea, south on the Nile River, and on the Red Sea to **acquire** gold, copper, ivory, slaves, wood, incense, and myrrh.

RELIGION AND EGYPTIAN LIFE

The Old Kingdom formalized a religious structure that everyone was expected to follow. Over time certain cities built temples and were associated with particular gods.

Much of Egyptian religion focused on the **afterlife**. Each person's *ka* (KAH), or life force, existed after death but remained linked to the body. To keep the *ka* from suffering, the Egyptians developed a **method** called embalming to preserve bodies. The bodies were preserved as **mummies**, specially treated bodies wrapped in cloth. Only royalty and other members of the **elite** could afford to have mummies made.

THE PYRAMIDS

Pyramids, spectacular stone monuments, were built to house dead rulers. Many pyramids are still standing today, amazing reminders of Egyptian **engineering**.

Ancient Egypt and Kush

Chapter 4 Section 3



MAIN IDEAS

1. The Middle Kingdom was a period of stable government between periods of disorder.
2. In the New Kingdom, Egyptian trade and military power reached their peak, but Egypt's greatness did not last.
3. Work and daily life were different for each of Egypt's social classes.

Key Terms and People

Middle Kingdom period of stability and order in ancient Egypt between about 2050 and 1750 BC

New Kingdom the height of Egypt's power and glory, between 1550 and 1050 BC

trade routes paths followed by traders

Queen Hatshepsut New Kingdom ruler renowned for expanding Egyptian trade

Ramses the Great important New Kingdom pharaoh who defended Egypt from invaders and strengthened defenses

Academic Vocabulary

contracts binding legal agreements

Summary

THE MIDDLE KINGDOM

The Old Kingdom ended with the pharaohs in debt. Nobles serving in government positions took power from the pharaohs and ruled Egypt for nearly 160 years. Finally, a powerful pharaoh regained control of Egypt around 2050 BC and started a peaceful period of rule. This era was called the **Middle Kingdom** and lasted until Southwest Asian invaders conquered Lower Egypt around 1750 BC.

THE NEW KINGDOM

When an Egyptian named Ahmose (AHM-ohs) drove away the invaders and declared himself king of Egypt in 1550 BC, he ushered in Egypt's eighteenth dynasty and the start of the **New Kingdom**. Responding to invasions, Egypt took control of the invasion routes and became the leading military power in the region. Egypt's empire extended from the Euphrates River in the northeast to Nubia in the south. These conquests made Egypt rich through gifts and vastly expanded **trade routes**. One of Egypt's rulers in particular, **Queen Hatshepshut**, was active in expanding trade.

Despite the strong leadership of **Ramses the Great**, invasions from Southwest Asia and from the west eventually reduced Egypt to chaos.

WORK AND DAILY LIFE

During the Middle and New Kingdoms, Egypt's population continued to grow and became more complex. Professional and skilled workers like scribes, artisans, artists, and architects were honored. These roles in society were usually passed on in families, with young boys learning a trade from their father.

For farmers and peasants, who made up the vast majority of the population, life never changed. In addition to hard work on the land, they were required to pay taxes and were subject to special labor duty at any time. Only slaves were beneath them in social status.

Most Egyptian families lived in their own homes. Boys were expected to marry young and start their own families. Women worked in the home, but many also had jobs outside the home. Egyptian women had the legal rights to own property, make **contracts**, and divorce their husbands.

Ancient Egypt and Kush

Chapter 4 Section 4



MAIN IDEAS

1. The Egyptians developed a writing system using hieroglyphics.
2. The Egyptians created magnificent temples, tombs, and works of art.

Key Terms and People

hieroglyphics Egyptian writing system, one of the world's first, which used symbols

papyrus long-lasting, paper-like substance made from reeds

Rosetta Stone a stone slab discovered in 1799 that was inscribed with hieroglyphics and their Greek meanings

sphinxes huge ancient Egyptian statues of imaginary creatures with the heads of people and bodies of lions

obelisk a tall, four-sided pillar that is pointed on top

King Tutankhamen a pharaoh whose tomb was untouched by raiders, leaving much information about Egyptian art and burial practices

Section Summary

EGYPTIAN WRITING

Egyptians invented one of the world's first writing systems, using a series of images, symbols, and pictures called **hieroglyphics** (hy-ruh-GLIH-fiks). Each symbol represented one or more sounds in the Egyptian language.

At first hieroglyphics were carved in stone. Later they were written with brushes and ink on **papyrus** (puh-PY-ruhs). Because papyrus didn't decay, many ancient Egyptian texts still survive, including government records, historical records, science texts, medical manuals, and literary works such as *The Book of the Dead*. The discovery of the **Rosetta Stone** in 1799 provided the key to reading Egyptian writing. The Rosetta Stone contained the same text inscribed in both hieroglyphics and Greek.

TEMPLES, TOMBS, AND ART

Egyptian architects are known not only for the pyramids but also for their magnificent temples. The temples were lavishly designed with numerous statues and beautifully painted walls and pillars. **Sphinxes** and **obelisks** were usually found near the entrances to the temples.

Ancient Egyptians were masterful artists and many of their greatest works are found in either the temples or the tombs of the pharaohs. Most Egyptians, however, never saw these paintings because only kings, priests, or other important people could enter these places.

Egyptian paintings depict a variety of subjects, from crowning kings to illustrating religious rituals and showing scenes from daily life. The paintings also have a particular style, with people drawn as if they were twisting as they walked, and in different sizes depending upon their stature in society. In contrast, animals appear more realistically. The Egyptians were also skilled stone and metal workers, creating beautiful statues and jewelry.

Much of what we know about Egyptian art and burial practices comes from the tomb of **King Tutankhamen**, one of the few Egyptian tombs that was left untouched by raiders looking for valuables. The tomb was discovered in 1922.

**MAIN IDEAS**

1. The geography of early Nubia helped civilization develop there.
2. Kush and Egypt traded but they also fought.
3. Later Kush became a trading power with a unique culture.
4. Both internal and external conflicts lead to the decline of Kush.

Section**Key Terms and People**

Piankhi Kushite king who conquered all of Egypt

trade network a system of people in different lands who trade goods back and forth

merchants traders

exports items sent for sale in other countries or regions

imports goods brought in from other countries or regions

Queen Shanakhdkheto the first woman to rule Kush

King Ezana Aksumite king who destroyed Meroë and took over the kingdom of Kush

Academic Vocabulary

authority power or influence

Summary**THE GEOGRAPHY OF EARLY NUBIA**

The kingdom of Kush developed in Nubia, south of Egypt. Just as in Egypt, yearly Nile floods provided fertile soil and farming thrived. The area was also rich in gold, copper, and stone. Kerma (KAR-muh), the capital city on the Nile, was protected by a cataract, or stretch of shallow rapids. As time passed Kushite society became more complex.

KUSH AND EGYPT

Kush and Egypt were trading partners. The Kushites sent slaves to Egypt. They also sent gold, copper, ebony, and ivory. At times Kush and Egypt were at war. Around 1500 BC, Thutmose I invaded Kush and left the palace at Kerma in ruins. Kush became free from Egypt in about 1050 BC. By around 850 BC Kush was a power again. During the 700s, under the king Kashta, the Kushites began to invade Egypt. Kashta's son, **Piankhi** (PYANG-kee), conquered all of Egypt by the time he died in 716 BC. Piankhi's brother, Shabaka (SHAB-uh-kuh), became pharaoh of the twenty-fifth, or Kushite, dynasty. Egyptian culture thrived. But by 670 BC, Assyrians invaded Egypt. Their iron weapons were better than the bronze weapons of Kush. Over time, the Assyrians pushed the Kushites back to Nubia.

LATER KUSH

After Kush lost control of Egypt, it developed trade to make itself rich again. Meroë (MER-oh-wee) became the center of a **trade network**. Africa's first iron industry developed here because iron ore and wood for fuel were available. The Kushites sent goods to Egypt. From there, Egyptian and Greek **merchants** shipped goods to the Mediterranean and beyond. Kush's **exports** included gold, pottery, iron tools, ivory, leopard skins, and slaves. **Imports** included luxury items from Egypt, Asia, and the Mediterranean.

The Kushites worshipped their own gods and developed their own writing. Women were active in society, and some rose to positions of **authority**. **Queen Shanakhdakheto** (shah-nahk-dah-KEE-toh) was the first of many women who ruled Kush.

THE DECLINE OF KUSH

By the AD 300s, another trading center, Aksum (AHK-soom), located in what is now Eritrea, began competing with Kush. Soon trade routes bypassed Meroë, weakening Kush. The Aksum leader **King Ezana** (AY-zah-nah) invaded, and Kush fell.

Ancient India

Chapter 5 Section 1



MAIN IDEAS

1. The geography of India includes high mountains, great rivers and heavy seasonal rain.
2. Harappan civilization developed along the Indus River.
3. The Aryan migration to India changed the region's civilization.

Key Terms and People

subcontinent a large landmass smaller than a continent

monsoon seasonal wind patterns that cause wet and dry seasons

Sanskrit ancient India's most influential language

Section Summary

GEOGRAPHY OF INDIA

India is home to one of the world's earliest civilizations. India is so huge it's called a **subcontinent**, which is a large landmass that is smaller than a continent. A subcontinent is usually separated from a continent by physical features, such as mountains. The world's highest mountains, the Himalayas, are in India. India also has a vast desert, many fertile plains, and rugged plateaus. The Indus River, which flows from the Himalayas and is located mainly in present-day Pakistan, is the cradle of ancient Indian civilization. As in Egypt and Kush, the flooding river created fertile plains where people first settled. India's hot and humid climate is heavily influenced by **monsoons**, wind patterns that cause wet and dry seasons.

HARAPPAN CIVILIZATION

India's first civilization was the Harappan civilization, which developed along the Indus River valley. Named after the ancient city of Harappa, archaeologists believe Harappans thrived between 2300 and 1700 BC. In fact, most information about Harappans comes from the ruins of Harappa and another major city, Mohenjo Daro. Each city was well planned and built in the shadow of a fortress that could easily oversee the city streets.

The cities were very advanced. Most houses had indoor plumbing. The Harappans developed beautiful artisan crafts and a system of weights and measures. They also developed India's first writing system, but scholars have not been able to read it. Because of this, we know little for sure about the Harappan government, though it is thought that there were kings, who might have been thought of as gods. It's also unclear why the Harappan civilization crumbled.

ARYAN MIGRATIONS

Originally nomads from Central Asia, the Aryans had moved into the Indus and Ganges River valleys by 1200 BC. Unlike the Harappans, they had no central government and they did not build planned cities. Aryans lived in small communities, each run by a local leader, or *raja*.

The Aryans spoke **Sanskrit** and developed a rich tradition of poems and hymns, but they did not have a writing system. Instead, their works survived from generation to generation by word of mouth. The lasting influence of these early written works made Sanskrit the most important language of ancient India. Much of what we know about the early Aryans comes to us through Sanskrit works.

Ancient India

Chapter 5 Section 2



MAIN IDEAS

1. Indian society divided into distinct groups under the Aryans.
2. The Aryans practiced a religion known as Brahmanism.
3. Hinduism developed out of Brahmanism and influences from other cultures.
4. A few groups reacted to Hinduism by breaking away to form their own religions.

Key Terms and People

caste system a division of Indian society into groups based on a person's birth, wealth, or occupation

Hinduism the most widespread religion in India today

reincarnation the belief that the soul, once a person dies, is reborn in another person

karma the effects that good or bad actions have on a person's soul

Jainism a nonviolent religion based on the teachings of Mahavira

nonviolence the avoidance of violent actions

Sikhism monotheistic religion founded in India in the 1400s

Summary

INDIAN SOCIETY DIVIDES

Aryan society was divided into social classes. There were four main groups, called *varnas*. The Brahmins (BRAH-muhns) were priests and were the highest ranking varna. The Kshatriyas (KSHA-tree-uhs) were rulers or warriors. The Vaisyas (VYSH-yuhs) were commoners, including farmers, craftspeople, and traders. The Sudras (SOO-drahs) were laborers and servants.

This **caste system** became more complex, dividing Indian society into groups based on rank, wealth or occupation. A person was born into a caste, but it was sometimes possible to change caste during one's lifetime. Life for the lower castes was difficult. Some people called untouchables, did not belong to any caste.

BRAHMANISM

The religion practiced by the Brahmins became known as Brahmanism. The religion was based on the four Vedas, writings that contained ancient sacred hymns and poems. Over time, Aryan Brahmins and scholars wrote their thoughts about the Vedas. These thoughts were compiled into Vedic texts. The texts described rituals, explained how to perform sacrifices, and offered reflections from religious scholars.

HINDUISM DEVELOPS

Hinduism is India's largest religion today. It developed from Brahmanism and other influences. Hindus believe that there are many gods, but all gods are part of a universal spirit called Brahman. Hindus believe everyone has a soul, or atman, and the soul longs to join with Brahman. This happens when the soul recognizes that the world we live in is an illusion. Hindus believe this understanding takes several lifetimes, so **reincarnation**, or rebirth, is necessary. How you are reborn depends upon your **karma**, or your actions in life. Those who have good karma are born to higher castes. Those with bad karma are born into lower castes.

GROUPS REACT TO HINDUISM

The religions of **Jainism** and **Sikhism** developed in reaction to Hinduism. Jainism is based upon the principle of **nonviolence**, or ahimsa. Sikhism is a monotheistic religion that blends elements of Hinduism and other religions, such as Islam.

Ancient India

Chapter 5 Section 3



MAIN IDEAS

1. Siddhartha Gautama searched for wisdom in many ways.
2. The teachings of Buddhism deal with finding peace.
3. Buddhism spread far from where it began in India.

Section

Key Terms and People

fasting going without food

meditation focusing the mind on spiritual ideas

the Buddha founder of Buddhism, born an Indian prince named Siddhartha Gautama

Buddhism religion based on the teachings of the Buddha

nirvana a state of perfect peace

missionaries people who spread and teach religious beliefs

Summary

SIDDARTHA'S SEARCH FOR WISDOM

Not everyone in India accepted Hinduism. In the late 500s BC, a major new religion began to develop from questions posed by a young prince named Siddhartha Gautama (si-DAHR-tuh GAU-tuh-muh). Siddhartha was born to a wealthy family and led a life of

comfort, but he wondered at the pain and suffering he saw all around him. By the age of 30, Siddhartha left his home and family to travel India. He talked to many priests and wise men, but he was not satisfied with their answers.

Siddhartha did not give up. He wandered for years through the forests trying to free himself from daily concerns by **fasting** and **meditating**. After six years, Siddhartha sat down under a tree and meditated for seven weeks. He came up with an answer to what causes human suffering. Suffering is caused by wanting what one does not have, wanting to keep what one likes and already has, and not wanting what one dislikes but has. He began to travel and teach his ideas, and was soon called **the Buddha**, or “Enlightened One.” From his teachings sprang the religion **Buddhism**.

TEACHINGS OF BUDDHISM

Buddhism is intent on relieving human suffering. It is based upon the Four Noble Truths. These truths are: Suffering and unhappiness are part of life; suffering stems from our desire for pleasure and material goods; people can overcome their desires and reach **nirvana**, a state of perfect peace, which ends the cycle of reincarnation; and people can follow an eightfold path to nirvana, overcoming desire and ignorance.

These teachings were similar to some Hindu concepts, but went against some traditional Hindu ideas. Buddhism questioned the need for animal sacrifice. It also challenged the authority of the Brahmins. The Buddha said that each individual could reach salvation on his or her own. Buddhism also opposed the caste system.

BUDDHISM SPREADS

Buddhism spread quickly throughout India. With the help of Indian king Asoka, Buddhist **missionaries** were sent to other countries to teach their religious beliefs. Buddhism quickly took hold in neighboring countries like Nepal, Sri Lanka, and China. Buddhism soon became very influential in Japan and Korea. In modern times, Buddhism has become a major global religion.

Ancient India

Chapter 5 Section 4



MAIN IDEAS

1. The Mauryan Empire unified most of India.
2. Gupta rulers promoted Hinduism in their empire.

Section

Key Terms and People

Candragupta Maurya Indian military leader who first unified India and founded the Mauryan Empire

Asoka Candragupta’s grandson and last ruler of the Mauryan Empire

Candra Gupta II ruler who brought great prosperity and stability to India

Academic Vocabulary

establish to set up or create

Summary

MAURYAN EMPIRE UNIFIES INDIA

Under Aryan rule, India was divided into several states with no central leader. Then, during the 300s BC, an Indian military leader named **Candragupta Maurya** seized control of the entire northern part of India. The Mauryan Empire lasted for 150 years.

Candragupta's complex government included a huge army and a network of spies. He taxed the population heavily for the protection he offered. Eventually, Candragupta became a Jainist monk and gave up his throne to his son. His family continued to expand the Indian empire.

Candragupta's grandson, **Asoka**, was the strongest ruler of the Mauryan dynasty. The empire thrived under his rule. But eventually, tired of bloodshed and war, Asoka converted to Buddhism. He sent Buddhist missionaries to other countries and devoted the rest of his rule to improving the lives of his people. The rest of the family, however, did not follow Asoka's example. When Asoka died, his sons struggled for power and foreign invaders threatened the country. The Mauryan Empire fell in 184 BC India remained divided for about 500 years. The spread of Buddhism steadily increased, while Hinduism declined.

GUPTA RULERS PROMOTE HINDUISM

A new dynasty was **established** in India. During the 300s AD, the Gupta Dynasty once again rose to unite and build the prosperity of India. Not only did the Guptas control India's military, they were devout Hindus and encouraged the revival of Hindu traditions and writings. The Guptas, however, also supported Jainism and Buddhism.

Indian civilization reached a high point under **Candra Gupta II** (not related to Candragupta Maurya). He poured money and resources into strengthening the country's borders, as well as promoting the arts, literature, and religion.

The Gupta Dynasty lasted until fierce attacks by the Huns from Central Asia during the 400s drained the empire of its resources. India broke up once again into a patchwork of small states.

Ancient India

Chapter 5 Section 5



MAIN IDEAS

1. Indian artists created great works of religious art.
2. Sanskrit literature flourished during the Gupta period.
3. The Indians made scientific advances in metalworking, medicine, and other sciences.

Key Terms and People

Metallurgy the science of working with metals

alloy a mixture of two or more metals

Hindu-Arabic numerals the numbering system invented by Indian mathematicians and brought to Europe by Arabs; the numbers we use today

inoculation a method of injecting a person with a small dose of a virus to help him or her build up defenses to a disease

astronomy the study of stars and planets

Academic Vocabulary

process a series of steps by which a task is completed

Section Summary

RELIGIOUS ART

Both the Mauryan and Guptan empires unified India and created a stable environment where artists, writers, scholars, and scientists could thrive. Their works are still admired today. Much of the Indian art from this period was religious, inspired by both Hindu and Buddhist teachings. Many beautiful temples were built during this time and decorated with elaborate wood and stone carvings.

SANSKRIT LITERATURE

Great works of literature were written in Sanskrit, the ancient Aryan language, during the Gupta Dynasty. The best-known works are the *Mahabharata* (muh-HAH-BAH-ruh-tuh) and the *Ramayana* (rah-MAH-yuh-nuh). The *Mahabharata*, a long story about the struggle between good and evil, is considered a classic Hindu text. The most famous passage is called the *Bhagavad Gita* (BUG-uh-vuhd-GEE-tah). The *Ramayana* is the story of the Prince Rama, a human incarnation of one of the three major Hindu gods, Vishnu, who fights demons and marries the beautiful princess Sita.

SCIENTIFIC ADVANCES

Scientific and scholarly work also blossomed during the early Indian empires. Most prominent was the development of **metallurgy**, the science of working with metals. Indian technicians and engineers made strong tools and weapons. They also invented **processes** for creating **alloys**. Alloys, such as steel or bronze, may be stronger or more useful than pure metals like iron or copper.

The numbers we use today, called **Hindu-Arabic numerals**, were first developed by Indian mathematicians. They also created the concept of zero, upon which all modern math is based.

Other sciences also benefited from this period of Indian history. In medicine, Indians developed the technique of **inoculation**, which is injecting a person with a small dose of a virus to help him or her build up defenses to a disease. Doctors could even perform certain surgeries. India's fascination with **astronomy**, the study of stars and planets, led to the discovery of seven of the planets in our solar system.